

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

| | | |
|-------------------------------|--|---|
| Program authority: | P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g) | FOR TEA USE ONLY Write NOGA ID here: |
| Grant period: | January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. | |
| Application deadline: | 5:00 p.m. Central Time, August 20, 2015 | Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2015 AUG 20 PM 12:41 Document Control Center Grants Administration </div> |
| Submittal information: | Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div> | |
| Contact information: | Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|---------------------------------------|-------------------|-----------------------------|-------------------|
| Organization name | County-District # | Campus name/# | Amendment # |
| San Felipe Del Rio CISD | 233901 | Del Rio Middle #043 | |
| Vendor ID # | ESC Region # | US Congressional District # | DUNS # |
| 1741694073 | 15 | 23 | 069452118 |
| Mailing address | | City | State ZIP Code |
| San Felipe Del Rio CISD PO Box 428002 | | Del Rio | TX 78842-8002 |

Primary Contact

| | | | |
|--------------|----------------------------|-----------|--------------|
| First name | M.I. | Last name | Title |
| Jorge | | Limon | Principal |
| Telephone # | Email address | | FAX # |
| 830-778-4530 | jorge.limon@sfd-r-cisd.org | | 830-778-4912 |

Secondary Contact

| | | | |
|--------------|---------------------------------|-----------|-------------------------|
| First name | M.I. | Last name | Title |
| Sandra | T | Hernandez | Administrative Director |
| Telephone # | Email address | | FAX # |
| 830-778-4073 | sandrathernandez@sfd-r-cisd.org | | 830-775-3844 |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------------------------|----------------------------|-------------|----------------|
| First name | M.I. | Last name | Title |
| Carlos | H. | Rios | Superintendent |
| Telephone # | Email address | | FAX # |
| 830-778-4007 | carlos.rios@sfd-r-cisd.org | | |
| Signature (blue ink preferred) | | Date signed | |

Carlos Rios

Only the legally responsible party may sign this application.

701-15-107-029

Schedule #1—General Information (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) – SEE NOTE | See Important Note for Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) – SEE NOTE | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) – SEE NOTE | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) – SEE NOTE | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600/15XX) – SEE NOTE | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|--|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds. |
| 4. | The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified. |
| 5. | The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA. |
| 6. | The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors. |
| 7. | The LEA/campus provides assurance that if it selects to implement the transformation model , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable |

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| | <p>across classrooms.</p> <ul style="list-style-type: none"> iii. Are designed and developed with teacher and principal involvement; <ul style="list-style-type: none"> (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. <p>2. Deliver comprehensive instructional reform strategies.</p> <ul style="list-style-type: none"> (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. <p>3. Increase learning time and creating community-oriented schools.</p> <ul style="list-style-type: none"> (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ul style="list-style-type: none"> i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. (B) Provide ongoing mechanisms for family and community engagement. <p>4. Providing operational flexibility and sustained support.</p> <ul style="list-style-type: none"> (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). |
| 8. | <p>The LEA/campus provides assurance that if it selects to implement the <u>Texas state-design model</u>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <i>Early College High School</i> (ECHS). In doing so, the LEA/campus will implement the following:</p> <ul style="list-style-type: none"> 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs. |

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

- 9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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| | <p>educators.</p> <ol style="list-style-type: none"> 9. Use data to identify and implement an instructional program that is: <ol style="list-style-type: none"> (A) Research-based; (B) Developmentally appropriate; (C) Vertically aligned from one grade to the next as well as aligned with State academic standards; (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: <ol style="list-style-type: none"> (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), <u>CLI Engage</u> platform, and utilize the <u>Texas School Ready!</u> child progress monitoring assessments with pre-kindergarten students. <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p> |
| 10. | <p>The LEA/campus provides assurance that if it selects to implement the <u>turnaround model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; |

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| | <ol style="list-style-type: none"> 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year, and by addressing each of the following areas: <ol style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p> |
| 11. | <p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: <ol style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement |
| 12. | <p>The LEA/campus provides assurance that if it selects to implement the <u>restart model</u>, the campus will meet all of the following federal requirements:</p> |

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| | <ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p> |
| 13. | <p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p> |
| 14. | <p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p> |
| 15. | <p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation |

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| | <p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement |
| 16. | The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis. |
| 17. | The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program. |
| 18. | The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact. |
| 19. | The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices. |
| 20. | <p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p> |
| 21. | <p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p> |
| 22. | The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors. |
| 23. | The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models. |
| 24. | The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 25. | The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA. |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Felipe Del Rio Consolidated Independent School District (SFDR) submits this Texas Title I Priority Schools (TTIPS) grant on behalf of Del Rio Middle School. Del Rio Middle School serves approximately 1,570 7th and 8th grade students. After conducting needs assessments, analyzing campus and student qualitative and quantitative data, campus visits and meetings with campus leaders in high achieving schools in Texas, and roundtable style forums with various stakeholders (teachers, students, parents, administrative staff, and district-level content leaders), this district has selected the Transformation Model for this Cycle 4 TTIPS grant submission.

Del Rio Middle School has been identified as an academically struggling campus that **demonstrates strong academic need**. For this reason, SFDR and Del Rio Middle School teachers and staff are keenly aware of the urgent need for change. The transformational design model that was developed to firmly address the academic needs of all students at Del Rio Middle School will not only meet the expectation to attain Adequate Yearly Progress (AYP), but to aim for attainment of exemplary campus designation.

SFDR has adopted a vision for their district that values one-to-one instruction in a 21st Century context: a fully digital environment. This fully digital environment not only uses e textbooks as part of the official curriculum, but delivers targeted instruction on a one-to-one (didactic instruction) approach, by means of coaching, exercises, and supervised practice for teaching with the end in mind by identifying the desired results (enduring understandings).

After careful analysis and discussion of all available data, this project's design team aligned those prioritized goals that became apparent from the data analysis with the Critical Success Factors (CSFs) that guided the Transformation Model developed for Del Rio Middle School. The district's vision and focus for school reform was also a factor in selecting a model that considers the particular economic variables, including job growth and degree/certificate bearing opportunities/offers in the area. This transformational model hopes to align rigorous academics with more opportunities for true college and career readiness and completion rates. Furthermore, the project's design team aligned its core values and beliefs to the three R's: rigors, relevance, and relationships - three tenets usually associated with Early College High School Models. This transformational model will take an Early College-like approach to transforming this campus, and preparing all students for success in high school and beyond: to college and career. The SFDR will open its first Early College High School this academic year, 2015-2016, and is committed to increasing rigor in of the districts' classrooms. Furthermore, the SFDR District understands that a rigorous, comprehensive, and aligned set of approaches are needed to sustain and imbed true change. The Del Rio Transformation Model proposed for this project is built upon those goals and objectives that emerged from the data gathering sessions with stakeholders in preparation for this submission.

Del Rio Middle School's goals and objectives are aligned with CSFs as are the normed, core values of the stakeholders whose input helped with the Transformation Model for the campus. Clear goals and objectives emerged from the data collected in roundtable discussions/data gathering sessions. Specifically, the San Felipe Del Rio CISD's grants committee was able to capture the core values of the stakeholders as follows:

- Rigorous, yet relevant, approaches to curriculum yield measurable gains in student academic achievement.
- Teachers must have a common framework to examine and improve their craft/classroom practices.
- Reading and writing must be fortified across the curriculum.
- Math instruction and content knowledge must be improved to increase the number of students prepared to take Algebra I in the 8th grade. (This is important because if a student fails to take Algebra I in the 8th grade, his/her

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

chances of taking those courses required for college/university admission will be greatly diminished.)

- Administrators must be able to guide and support teachers and student learning. A framework that allows all staff to develop a research-based, common understanding of instruction will strengthen curriculum delivery in the classroom.
- Quality, reliable data must be used to guide instruction and increase student academic achievement. In addition, the student's academic readiness and trajectory towards performance on the SAT (a reliable data source), which the overwhelming number of stakeholders believed to constitute true college readiness, must be assessed and known as soon as possible to adjust instruction.
- Students must learn and engaged in high interest, relevant learning and inquiry methods that foster goal setting for college, career, and life.
- The teaching staff and administrators will model inquiry and research by engaging in the service learning component of the Inquiry and Research Course to be developed for this project. All students will be required to take this course.
- All stakeholders are valuable, especially when the vision and roadmap to transformation is clear, provides a system of checks and balances for accountability, and is assessed for progress continually.

The core values also align with the CSFs. The Transformation Model is especially powerful because the stakeholder core values, the goals that emerged from the data gathering sessions, the CSFs, and the design model align to one another.

Because San Felipe Del Rio CISD and the stakeholders have shared core values and goals, and have secured a commitment to support the Transformational Model, operational flexibilities will be extended to the campus, as the district recognizes that the model will require campus autonomy to successfully execute the project. SFDR commits its full support in this endeavor and will help support full district, community, and campus buy-in.

In terms of the organizational structure of the grant, The TTIPS district coordinator (DCIS) will oversee the implementation of the goals and objectives of the project; will submit all fiscal and progress measures of accountability, approve all expenditures with the assistance of the district's Federal Programs Director and Chief Financial Officer. The campus grant manager, district coordinator, external evaluator, and stakeholders will meet monthly to submit and discuss reports, outcomes, and strategize and redirect/coach, if necessary. The campus based grant manager will also meet weekly with district coordinator and the campus' administrative staff. All support mechanisms have been designed to monitor and support success on a daily basis for maximum results.

SFDR has firmly established career pathways through its C.A.T.E. certificate bearing program, but this model will align to that model and to the newly established Early College High School and Del Rio High School. The resources that the Transformation Model will allow Del Rio Middle School to invest in sorely needed training and technology that will be institutionalized and sustained post award.

The design team has secured buy-in from SFDR to provide support and grant flexibility and autonomy to the campus in this transformation process. However, it will be extremely important to provide very complete training to teachers and those staff supporting instruction in the classroom so that the design elements, accompanying models for instruction, and other program non-negotiables, are understood by all stakeholders. A participation contract will be developed for all staff working on the TTIPS project at Del Rio Middle School, so that there is full understanding and buy-in into the transformation plan. In addition, the local media will be contacted to provide a press release for preliminary media coverage to assist in informing the community. Students and parents will also be advised in person and in writing about the pertinent details of the transformation plan. On campus, the grant manager's weekly meetings with the administrative staff will involve sharing information and discussing the project's progress.

Del Rio Middle School is ready and willing to execute what it knows to be a comprehensive design that will yield great results for years to come. It also recognizes that the transformative practices will be sustained and become imbedded in this campus and community.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 233901 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.

Fund code: 276

Budget Summary

| Schedule #/Title | Class/ Object Code | Year 1 Program Cost | Year 1 Admin Cost | Amount of Year 1 as Pre- award | Year 2 Program Cost | Year 2 Admin Cost | Year 3 Program Cost | Year 3 Admin Cost | Year 4 Program Cost | Year 4 Admin Cost | Year 5 Program Cost | Year 5 Admin Cost | Total Budgeted Cost across all Years |
|--|--------------------------|---------------------------|-------------------------|---|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|---|
| #7-Payroll Costs | 6100 | \$330,000 | \$65,000 | \$97,000 | \$628,000 | \$65,000 | \$628,000 | \$65,000 | \$628,000 | \$65,000 | \$628,000 | \$65,000 | \$2,842,000 |
| #8-Professional and Contracted Services | 6200 | \$440,356 | \$22,018 | \$60,000 | \$424,623 | \$21,231 | \$509,876 | \$25,494 | \$490,000 | \$24,500 | \$220,000 | \$24,500 | \$1,706,855 |
| #9-Supplies and Materials | 6300 | \$15,000 | \$0 | \$15,000 | \$55,000 | \$0 | \$15,000 | \$0 | \$15,000 | \$0 | \$15,000 | \$0 | \$235,000 |
| #10-Other Operating Costs | 6400 | \$124,000 | \$0 | \$24,000 | \$114,000 | \$0 | \$114,000 | \$0 | \$114,000 | \$0 | \$114,000 | \$0 | \$580,000 |
| #11-Capital Outlay | 6600/ 15XX | \$938,000 | \$0 | \$0 | \$576,938 | \$0 | \$403,448 | \$0 | \$174,388 | \$0 | \$80,000 | \$0 | \$2,172,725 |

Consolidate Administrative Funds Yes ☐ No

| Percentage 3.177% indirect costs (see note): | N/A | \$0 | N/A | N/A | N/A | \$0 | N/A | \$0 | N/A | \$0 | N/A | \$0 | \$0 |
|---|-------------|----------|-----------|-------------|----------|-------------|----------|----------|-------------|----------|-------------|----------|-------------|
| Grand total of budgeted costs (add all entries in each column): | \$1,847,356 | \$87,018 | \$196,000 | \$1,796,561 | \$86,131 | \$1,670,324 | \$90,494 | \$89,500 | \$1,421,000 | \$89,500 | \$1,057,000 | \$89,500 | \$7,536,580 |

Administrative Cost Calculation

| | |
|---|-------------|
| Enter the total grant amount requested: | \$7,690,274 |
| Percentage limit on administrative costs established for the program (5%): | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | \$376,829 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years. Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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| Schedule #7—Payroll Costs (6100) | | | | | | | | | |
|---|---|---|------------------------|--|------------------------------------|------------------------|------------------------|------------------------|---------------------------------------|
| County-district number or vendor ID: 233901 | | | | | Amendment # (for amendments only): | | | | |
| Employee Position Title | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Year 1 Amount Budgeted | Amount of Year 1 to be used as Pre-Award | Year 2 Amount Budgeted | Year 3 Amount Budgeted | Year 4 Amount Budgeted | Year 5 Amount Budgeted | Total Budgeted Costs across all Years |
| Academic/Instructional | | | | | | | | | |
| 1 Teacher | | | | | | | | | |
| 2 Educational aide | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 3 Tutor | 4 | | \$32,000 | \$32,000 | \$64,000 | \$64,000 | \$64,000 | \$64,000 | \$288,000 |
| Program Management and Administration | | | | | | | | | |
| 4 Campus Grant Manager | 1 | 0 | \$65,000 | \$65,000 | \$65,000 | \$65,000 | \$65,000 | \$65,000 | \$325,000 |
| 5 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Auxiliary | | | | | | | | | |
| 7 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 8 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 9 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Other Employee Positions | | | | | | | | | |
| 10 Intervention Counselor | 1 | | \$55,000 | \$ | \$55,000 | \$55,000 | \$55,000 | \$55,000 | \$275,000 |
| 11 Social Worker | 1 | | \$45,000 | \$ | \$45,000 | \$45,000 | \$45,000 | \$45,000 | \$225,000 |
| 12 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 13 | Subtotal employee costs: | | \$197,000 | \$97,000 | \$229,000 | \$229,000 | \$229,000 | \$229,000 | \$1,113,000 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | | | | | |
| 14 6112 Substitute pay | | | \$8,000 | \$ | \$15,000 | \$15,000 | \$15,000 | \$15,000 | \$68,000 |
| 15 6119 Professional staff extra-duty pay | | | \$75,000 | \$ | \$265,000 | \$265,000 | \$265,000 | \$265,000 | \$1,060,000 |
| 16 6121 Support staff extra-duty pay | | | \$50,000 | \$ | \$100,000 | \$100,000 | \$100,000 | \$100,000 | \$450,000 |
| 17 6140 Employee benefits | | | \$16,500 | \$ | \$19,000 | \$19,000 | \$19,000 | \$19,000 | \$92,500 |
| 18 61XX Tuition remission (IHEs only) | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 19 | Subtotal substitute, extra-duty, benefits costs | | \$133,000 | \$ | \$399,000 | \$399,000 | \$399,000 | \$399,000 | \$1,578,000 |
| 20 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | \$330,000 | \$97,000 | \$628,000 | \$628,000 | \$628,000 | \$628,000 | \$2,842,000 |

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

| Expense Item Description | | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted across all Years | |
|---|--|--------------------------|------------------|------------------|-----------|-----------|-----------|---------------------------------|---------------------------------|
| 6269 | Rental or lease of buildings, space in buildings, or land | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | Specify purpose: | | | | | | | | |
| 6299 | Contracted publication and printing costs (specific approval required only for nonprofits) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | Specify purpose: | | | | | | | | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Professional Services, Contracted Services, or Subgrants | | | | | | | | | |
| # | Description of Service and Purpose | Check If Subgrant | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted across all Years |
| 1 | Covey Group-Leader in Me Package-PD, ongoing student activities | <input type="checkbox"/> | \$120,356 | \$0 | \$44,623 | \$39,876 | \$20,000 | \$20,000 | \$244,855 |
| 2 | Abydos-New Jersey Writing Package PD and ongoing support | <input type="checkbox"/> | \$40,000 | 60,000 | \$100,000 | \$140,000 | \$140,000 | \$0 | \$420,000 |
| 3 | Dana Center-Mathematics Support for Faculty and PD | <input type="checkbox"/> | \$50,000 | \$0 | \$50,000 | \$100,000 | \$100,000 | \$50,000 | \$350,000 |
| 4 | Mathematics Boot Camp-Professional Services Provider | <input type="checkbox"/> | \$50,000 | \$0 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$250,000 |
| 5 | Common Instructional Framework-PSP-ongoing support, teachers | <input type="checkbox"/> | \$180,000 | \$0 | \$180,000 | \$180,000 | \$180,000 | \$100,000 | \$820,000 |
| 6 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 7 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 8 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 9 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 0 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| b. Subtotal of professional services, contracted services, or subgrants: | | | \$440,356 | \$60,000 | \$424,623 | \$509,876 | \$490,000 | \$220,000 | \$1,706,855 |
| a. Subtotal of professional and contracted services requiring specific approval: | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| b. Subtotal of professional services, contracted services, or subgrants: | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| (Sum of lines a, b, and c) Grand total | | | \$440,356 | \$60,000 | \$424,623 | \$509,876 | \$490,000 | \$220,000 | \$1,706,855 |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #9—Supplies and Materials (6300) | | | | | | | | | | | | |
|---|--|------|---------|----------|-----------|---|------------------|----------|----------|----------|----------|---------------------------------|
| County-District Number or Vendor ID: 233901 | | | | | | Amendment number (for amendments only): | | | | | | |
| Expense Item Description | | | | | | | | | | | | |
| Technology Hardware—Not Capitalized | | | | | | | | | | | | |
| | # | Type | Purpose | Quantity | Unit Cost | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years |
| 6399 | 1 | | | | \$ | | | | | | | |
| | 2 | | | | \$ | | | | | | | |
| | 3 | | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| | 4 | | | | \$ | | | | | | | |
| | 5 | | | | \$ | | | | | | | |
| 6399 | Technology software—Not capitalized | | | | | \$ | \$ | \$40,000 | \$40,000 | \$40,000 | \$40,000 | \$160,000 |
| 6399 | Supplies and materials associated with advisory council or committee | | | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| | Subtotal supplies and materials requiring specific approval: | | | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| | Remaining 6300—Supplies and materials that do not require specific approval: | | | | | \$15,000 | \$ | \$15,000 | \$15,000 | \$15,000 | \$15,000 | \$75,000 |
| | Grand total: | | | | | \$15,000 | \$ | \$55,000 | \$55,000 | \$55,000 | \$55,000 | \$235,000 |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

| County-District Number or Vendor ID: 233901 | | Amendment number (for amendments only): | | | | | | |
|---|--|---|------------------|-----------|-----------|-----------|-----------|---------------------------------|
| Expense Item Description | | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years |
| 6412 | Travel for students (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations. | \$100,000 | \$ | \$100,000 | \$100,000 | \$100,000 | \$100,000 | \$500,000 |
| | Specify purpose: College & University visits; Robotic and STEM fairs | | | | | | | |
| 6413 | Stipends for non-employees (specific approval required only for nonprofit organizations) | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| | Specify purpose: | | | | | | | |
| 6419 | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations | | \$6,000 | \$ | \$ | \$ | \$ | \$6,000 |
| | Specify purpose: Travel to and from Worcester, MA-Common Instr Framework | | | | | | | |
| 6411/ 6419 | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees | \$ | \$6,000 | \$ | \$ | \$ | \$ | \$6,000 |
| | Specify purpose: Travel to Worcester, MA-Common Instructional Frwk | | | | | | | |
| 6429 | Actual losses that could have been covered by permissible insurance | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6490 | Indemnification compensation for loss or damage | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6490 | Advisory council/committee travel or other expenses | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6499 | Membership dues in civic or community organizations (not allowable for university applicants) | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| | Specify name and purpose of organization: | | | | | | | |
| 6499 | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) | \$2,000 | \$ | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$10,000 |
| | Specify purpose: printing of progress towards academic goals for hallways | | | | | | | |
| Subtotal other operating costs requiring specific approval: | | \$0 | | \$0 | \$0 | \$0 | \$0 | \$0 |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$12,000 | \$12,000 | \$12,000 | \$12,000 | \$12,000 | \$12,000 | \$72,000 |
| Grand total: | | \$124,000 | \$24,000 | \$114,000 | \$114,000 | \$114,000 | \$114,000 | \$580,000 |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

| County-District Number or Vendor ID: 233901 | | | | Amendment number (for amendments only): | | | | | | | |
|--|---|----------|-----------|---|------------------|-----------|-----------|-----------|----------|---------------------------------|--|
| 15XX is only for use by charter schools sponsored by a nonprofit organization. | | | | | | | | | | | |
| # | Description/Purpose | Quantity | Unit Cost | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years | |
| 6669/15XX—Library Books and Media (capitalized and controlled by library) | | | | | | | | | | | |
| 1 | | N/A | N/A | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 66XX/15XX—Technology hardware, capitalized | | | | | | | | | | | |
| 2 | Dell Student laptop computers | 1600 | \$400 | \$280,000 | \$ | \$280,000 | \$80,000 | \$ | \$ | \$640,000 | |
| 3 | Dell Desktop computers | 460 | \$800 | \$208,000 | \$ | \$96,000 | \$112,000 | \$80,000 | \$80,000 | \$576,000 | |
| 4 | Dell Interactive Projectors | 75 | \$3,000 | \$0 | \$ | \$112,500 | \$112,500 | \$ | \$ | \$225,000 | |
| 5 | Wireless Access Points | 50 | \$1,000 | \$50,000 | \$ | \$ | \$ | \$ | \$ | \$50,000 | |
| 6 | 48 Port POE Switches | 20 | \$20,000 | \$400,000 | \$ | \$ | \$ | \$ | \$ | \$400,000 | |
| 7 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 8 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 66XX/15XX—Technology software, capitalized | | | | | | | | | | | |
| 9 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 10 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 11 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 12 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 13 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 66XX/15XX—Equipment, furniture, or vehicles | | | | | | | | | | | |
| 14 | 21 st desks for cooperative learning for laptops | 500 | \$239 | \$ | \$ | \$39,833 | \$39,833 | \$39,833 | \$ | \$119,500 | |
| 15 | Metaphor Task Chair | 1500 | \$87.99 | \$ | \$ | \$43,995 | \$43,995 | \$43,995 | \$ | \$131,985 | |
| 16 | Café Style Tables for computing labs | 24 | \$380. | \$ | \$ | \$4,560 | \$4,560 | \$ | \$ | \$9,120 | |
| 17 | Café Style Stools for computing lab tables | 96 | \$220. | \$ | \$ | \$ | \$10,560 | \$10,560 | \$ | \$21,120 | |
| 18 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 19 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 20 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life | | | | | | | | | | | |
| 21 | | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| Grand total: | | | | \$938,000 | \$ | \$576,938 | \$403,448 | \$174,388 | \$80,000 | \$2,172,725 | |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Category | Number | Percent | Data Source |
|--|--------|---------|--|
| Total Enrollment | 1,502 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| African American | 13 | 0.9% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic | 1,396 | 92.9% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| White | 87 | 5.8% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian | 1 | 0.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Economically disadvantaged | 1,176 | 78.3% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Limited English proficient (LEP) | 182 | 12.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Special Education | 125 | 8% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Disciplinary referrals | 1,610 | | SFDC Assessment & Accountability Office |
| Disciplinary placements in In-School Suspension | 817 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary placements in Out-of-School Suspension | 805 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary placements in DAEP | 144 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary referrals for Truancy | 0 | | 2014-2015 PEIMS report #425; code #C164 |
| Attendance rate | | 96.8% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual dropout rate (Gr 9-12) | | n/a% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual graduation rate (Gr 9-12) | | n/a% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| STAAR / EOC met 2015 standard, mathematics (standard accountability indicator) | 945 | 68% | TEA 2015 Accountability Summary Report. |
| STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator) | 961 | 69% | TEA 2015 Accountability Summary Report. |
| ACT and/or SAT- Class of 2014, percent students Tested | | n/a% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| ACT and/or SAT- Class of 2014, percent At/Above Criteria | | n/a% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average ACT score (number value, not a percentage) | n/a | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average SAT score (number value, not a percentage) | n/a | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE) | | n/a% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

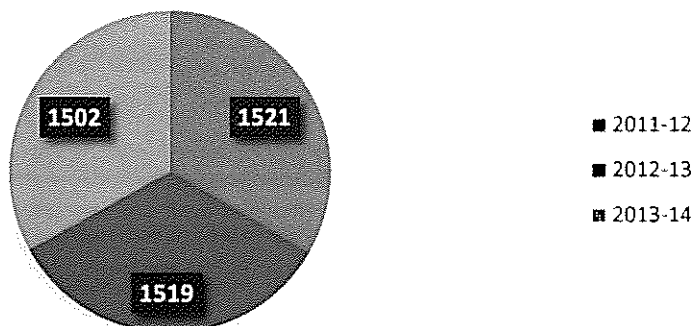
Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The large majority (93%) of the students served at Del Rio Middle School are Hispanic. Due to the district's proximity to Mexico, many of the school's students are first or second generation Americans. 75% of the students at Del Rio Middle School are economically disadvantaged. Because many of the students are educated in SFDR, this district is committed to building a strong, economically healthy community. For this reason, it is of particular importance that SFDR students know career and college pathways and begin mapping their futures.

It is important to note that although the enrollment growth will not necessarily increase, the high volume of enrollment at Del Rio Middle School is one major cause for concern. Unlike most middle schools in Texas, Del Rio Middle School's student enrollment averages 1,500 students. This number impacts the number of disciplinary referrals and placements to in-school and out-of-school suspension. Careful analysis of the data also revealed that there is a student drug and alcohol problem at this campus.

There is reason to provide a new transformational model at Del Rio Middle School which will include an effective RtI model with effective positive behavior supports. An intervention counselor, who is adept at redirecting behavior and providing classroom support with respect to discipline, can assist. The plan for addressing these needs through the grant, is to train teachers and support students in forming better relationships.

Del Rio Middle School Student Population

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Category | Number | Percent | Data Source |
|--|---------|---------|--|
| Total Staff | 111 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers | 80 | 72.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Professional Support staff | 14 | 13.0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Campus Administration (School Leadership) | 4 | 4.2% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Educational Aides | 11 | 10.7% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| African American Teachers | 2 | 2.5% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic Teachers | 57 | 71% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| White Teachers | 20 | 25.3% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian Teachers | 0 | 0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Beginning Teachers | 6 | 8.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 1-5 Years Experience | 35 | 44.3% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 6-10 Years Experience | 13 | 16.5% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 11-20 Years Experience | 15 | 19.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with over 20 Years Experience | 9 | 11.9% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Beginning Teachers | \$30294 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 1-5 Years | \$39687 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 6-10 Years | \$42787 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 11-20 Years | \$50506 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 11-20 Years | \$55723 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Staff with less than a bachelor's degree | 63 | 42% | |
| Staff with Bachelor's degree as highest level attained | 65 | 43% | |
| Staff with Master's degree as highest level attained | 22 | 15% | |
| Staff with Doctoral degree as highest level attained | 1 | 1% | |

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The majority of the teaching staff at Del Rio Middle School have between one to five years of experience in education. In the very recent past, San Felipe Del Rio CISD was concerned with a high turnover rate. In an effort to attract teaching professionals to this campus, San Felipe Del Rio CISD offered a sign-on bonus to new teachers who are highly qualified in the critical needs areas of math, science, English As A Second Language (ESL) and Special Education. This trend is identified in the chart below.

| Teachers by Years of Experience: | 2011-12 | 2012-13 | 2013-14 |
|----------------------------------|---------|---------|---------|
| Beginning Teachers | 10% | 15.9% | 8.1% |
| 1-5 Years Experience | 33.5% | 32.7% | 44.3% |
| 6-10 Years Experience | 22% | 18.7% | 16.5% |
| 11-20 Years Experience | 21% | 18.3% | 19.1% |
| Over 20 Years Experience | 13% | 14.4% | 11.9% |

In essence, due in part to the range of teachers with limited experience, professional development was built in to the grant proposal for the purpose of supporting the district and campus vision to build capacity for this teacher population.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|---|---|---|---|---|---|---|-----|-----|---|----|----|----|-------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 752 | 750 | 0 | 0 | 0 | 0 | 1502 |

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|---|---|---|---|---|---|---|----|----|---|----|----|----|-------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 40 | 0 | 0 | 0 | 0 | 80 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparation for this TTIPS Cycle 4 submission opportunity, a grant committee was formed consisting of the school's principal, three assistant principals, four counselors, and the district's grant writer. This committee designed research protocol for use in qualitative data gathering sessions to inform not only the design of the model, but to allow the committee to collect data from all stakeholders. Additionally, the committee evaluated multiple quantitative data sources to better understand the needs of the campus. Six semi-structured, round table data gathering sessions were held with all stakeholder groups including: students, parents, teachers, administrative staff, central office personnel, and community members. The data were collected and coded to identify themes, goals, and perceived interventions and strategies for improvement. These qualitative data were used to assist in identifying the proposed goals and objectives of the project. Several sub-committees were formed for the purpose of coding and finding themes in qualitative data and analyzing quantitative data. Deadlines were also established for meeting the larger committee's deadline schedule. Quantitative data were also disaggregated and analyzed to better understand the student and staff demographics and their successes, challenges, and academic achievements. Those data analyzed included STAAR data for campus and feeder campuses, Lexile scores and student academic data by teacher and grade. Additionally, the School MAPSS: Mapping a Pathway to Student Success Report provided by Region XIII Educational Service Center provided additional student and parent insight, an Academic Performance Instructional Practice Inventory, stakeholder interview results, and classroom/general findings with prioritized areas for action based on a compilation of all the data collected and analyzed by the experts on the Service Center's MAPSS Team.

The Del Rio Middle School grants committee considered successful models in the South, West and South Central Texas area that had yielded strong, measurable, academic and psychosocial results. These models included PSJA ISD, Mission Socorro Early College High School (ECHS) in El Paso, and numerous ECHS models in South Central Texas. It is this grant committee's strong belief, based on observation, adoption of identified best practices and reliable data sources, that these strong successful models and approaches will yield strong academic achievement and psychosocial outcomes at Del Rio Middle School.

After careful analyses, discussions, and consideration of the data available, the grants committee was able to identify that the goals and objectives of this proposed project easily align with the goals and objectives for campus improvement to its Critical Success Factors. In addition, the committee found it important to note that several core values also emerged from the group's work together during this process. These core values also aligned to the Critical Success Factors.

The committee met almost daily during the month of June and July, 2015, and formed short and long term goals for the design and articulation of the project. A Root Cause Analysis was executed to determine first-level and higher-level causes of the academic and psychosocial challenges at Del Rio Middle School. This process also determined that other concerns would arise creating the need for credible sources of data that would be critical to the success of this proposed project and would need to be adopted in the pre-implementation year. San Felipe Del Rio CISD's curriculum instructional coaches were consulted to better understand the concerns involving teacher content knowledge and curriculum. Overall, this project's intervention design has clearly risen from the goals and objectives that must be met for the Del Rio Middle School campus to be academically and socially transformed. It is the firm belief of the grant committee that some of the benefits that have arisen from design of the Transformation Model for Del Rio Middle School are multiple, and include the following: a design for securing stronger stakeholder communication and services, the need for adopting a teaching framework that addresses pedagogy and content on multiple levels, and a more rigorous, yet efficient, way of assessing academic gains that encourage inquiry and intellectual curiosity and growth.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Transformation Model is the best choice for addressing Del Rio Middle School's academic needs, as well as the other domains of concern that support student, teacher, and administrator growth, support, and improvement. The school's principal, Mr. Jorge Limon's first year at this campus was the academic year 2014-2015. In reviewing the TEA Frequently Asked Questions and the flexibility granted by the United States Department of Education, the committee determined that it is not necessary to remove Mr. Limon as principal. Del Rio Middle School has been a campus with a high teacher turnover rate. However, during the 2014-2015 academic year, the turnover rate dropped significantly under Mr. Limon's leadership. It is also important to note that in 2015-2016, two of the three assistant principals at Del Rio Middle School will be new to the campus.

In summary, the grants committee believes that the Transformation Model is best suited for Del Rio Middle School because it allows for a rigorous, yet comprehensive, multi-dimensional approach to systematically improving the academic performance and climate of a campus that is poised and committed to becoming an exemplary program.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In an effort to thoroughly understand the academic and social-emotional needs of the students at Del Rio Middle School, the school district gathered and evaluated data from stakeholders, from the Region XIII Education Service Center, from the actual school campus, and from campus visits to high-performing school models throughout Texas. Five semi-structured, data gathering discussions were held with various stakeholder groups including: central office personnel; campus administration; parents; students; and community members. These discussions focused on the following domains: student academic achievement; data and accountability; school climate; school leadership; the community demographics; and teacher quality. The data gathered was then coded for themes and analyzed. The data for campus and feeder campuses, Lexile scores, and student academic data by teacher and grade. Additionally, the School MAPSS: Mapping a Pathway to Student Success Report provided by Region XIII Educational Service Center for Del Rio Middle School provided student and teacher insights, classroom and general findings, an Academic Performance Instructional Practice Inventory, and stakeholder interview results. Prioritized areas for action were also reviewed/revisited based on a compilation of the data collected and analyzed by experts on the Service Center's MAPSS Team.

Additionally, Del Rio Middle School data was reviewed by a small, campus-based grant committee consisting of the school principal, campus administrators, teachers, and counselors, for the purpose of planning for a more comprehensive, academic-based, transformation model complete with implementation steps and accountability. This team reviewed student academic and demographic performance as stand-alone data and as compared with other campuses, including San Felipe Del Rio CISD Middle School and campuses with similar student demographics across the state of Texas.

After evaluating the qualitative and quantitative data unique to Del Rio Middle School, a needs assessment was conducted by the campus-based grant committee. The committee determined that a model would be chosen that would not only ensure marked student academic growth, but could be sustained after any potential grant funding ended. The Transformative Model emerged as the best framework based on the goals and objectives that came directly from the data after coding for themes and considering solutions from all stakeholders. The families and community members who participated in the data gathering, round-table format forums were in agreement about the need for the following services:

1. A parent and community room where programs and services could be created and presented year around, including but not limited to parenting and GED classes, immigration information services, programs to inform parents how to support student learning at home, parent-child genealogical projects, and book studies for parents on relevant topics.
2. A trainer-of-the-trainer model developed to assist parents to teach and inform other parents about schooling, college and career, and other relevant topics.
3. Partnering with community members to develop programs and services much needed and desired by parents.
4. Need to acquire clarity about career pathways and job forecasts in the Del Rio and Border Region from business, industry, and military sectors in the community.

Importantly, the Transformative Model details are all grounded in the grant committee's and in the stakeholder's core values, goals and objectives, which utilized the committee's CSFs as guiding principles.

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Schedule #14—Management Plan

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
|----|--|---|---|
| 1. | District Coordinator of School Improvement (DCSI) (required) | DSCI will oversee all grant activities including expenditures. The DSCI will also act as a liason between SFDR and the campus, will work closely with the PSP and grant manager to ensure fidelity and offer expert guidance. | The DCSI must hold a master's degree, and have a minimum of three years experience in grant management, preferably in an education setting. |
| 2. | Superintendent | The Superintendent will protect the campus' autonomy with respect to executing the school's transformation as outlined in this proposal. | Dr. Carlos Rios holds a terminal degree, and has over 20 years of experience in education. |
| 3. | Principal | The principal is responsible for overseeing the approved Transformation Model. He serves as chief academic leader on this campus, and leads all staff towards goals of project. | Mr. Jorge Limon holds a Master's degree, and has over ten years of experience in education. |
| 4. | Campus Grant Manager | This person provides guidance and oversight (structural and fiscal) to the project. Provides updates on a monthly and 90 day basis, and guides development of 90 day plan. | This position requires a Master's degree, and a minimum of three years experience in managing federal grants, preferably in an education setting. |
| 5. | Intervention Counselor | This person will assist the Principal and Campus Grant Manager with supporting and developing College and Career Pathways initiatives as well as support RtI efforts. | This position requires a bachelor's degree, counseling degree; CTE experience preferred, should be able to demonstrate experience in managing student behavior. |
| 6. | Social Worker | This person assists counseling staff with students in need of assistance. This person would also keep a closet of donated clothing for students. | The ideal candidate holds a bachelor's degree with experience in immigration issues. A Spanish speaking candidate would be a plus. |
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
|-----|---|--|--|
| 1. | Professional Services Provider | Abydos (New Jersey Writing Institute) | This provider will provide expert writing consulting to staff. All experts should have no less than a Master's degree in Writing. |
| 2. | Region XIII | Support with Web Quest inquiry web training | This service center includes planning assistance in inquiry based teaching and learning, data analysis support, and developing leadership capacity. |
| 3. | Professional Services Provider | Support and professional development in the Common Instructional Framework. They would also lead faculty in instructional rounds. Would also support instruction after implementation. | All Framework coaches must have at least a Master's Degree, and have training in the Common Instructional Framework. |
| 4. | Professional Services Provider | Providing a math "bootcamp" twice a year and ongoing professional development in a constructivist approach to mathematics. | Expert training and consulting in mathematics to all math teaching staff. All experts will have no less than a Master's degree in applied mathematics, or a closely related subject. |
| 5. | University Park College School, Worcester | UPCS, together with Jobs for the Future, hold an Institute to teach the Common Instructional Framework. | Specialization in providing an intensive institute for the purpose of teaching the tenets of the Framework. This is a sole-source provider. |
| 6. | College Board | Entity will provide guidance and support toward preparing students for academic achievement on the new PSAT 8-9 exam. | This is a sole-source provider with expert status and experience in assessing student academic achievement with reliable assessment instruments. |
| 7. | Charles E. Dana Center | Professional development in mathematics and science for teaching staff in those content areas. | Experience and reputation of this provider is nationally recognized. All presenters would hold no less than a master's degree. |
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Del Rio Middle School campus and San Felipe Del Rio Consolidated Independent School District have ensured through a system of accountability and a design model that allows for all stakeholders to fully participate in the implementation, accountability, and sustainability of the project. All project participants have clearly defined roles, and will be held accountable to each other in sustained practice and feedback toward the goals and objectives outlined in this proposal. The campus will sustain the school reform activities described for this project by utilizing strategies acquired at University Park Campus School and incorporating them into everyday practice at Del Rio Middle School. The San Felipe Del Rio CISD Office of Curriculum and Instruction will offer post-project, sustainability component to their services that will assist in maintaining those practices and skills adopted for use in the classroom.

The San Felipe Del Rio CISD pledges to continue to monitor all of the transformation efforts that have yielded measurable successes as evidenced with STAAR and PSAT 8-9 data and with the data from qualitative surveys from psychosocial programming. Del Rio Middle School will continue to incorporate those the project's effective design elements and practices into its Campus Improvement Plan(s).

The school district also commits to supporting post-grant funding of professional development sessions to sustain and add to the knowledge gained during the grant project. These sessions will ensure that administrators and teaching staff continue to have the support that they need to sustain what we believe is a strong set of approaches that will bring marked academic growth and achievement. San Felipe Del Rio CISD also pledges to seek other grant funding post-grant funding the grant award to sustain any initiatives that may not be sustained by the school district.

The training deliverables in this project's design model have been selected not only for their potential to yield measurable results, but to be sustainable and adopted as best practice on the Del Rio Middle School campus. Vendors and consultants with expert status have been selected to provide services and products that are not only key features of the design, but whose practice(s) are clearly aligned with the campus and District's initiatives.

When key project personnel leave the campus, sustainability will be ensured by the daily incorporation of the Framework and curricular approaches that would have been institutionalized after three years.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant proposal was designed to markedly increase student academic achievement as measured by the STAAR exams in core subjects (Language Arts, Mathematics, and Science) and the PSAT 8-9, which gives a more complete, and possibly more reliable, indicator of high school readiness, pinpoints areas for academic development, and provides the current trajectory for college and career readiness. As such, this project proposal began with those desired, academics and psychosocial goals in mind. Additionally, this proposal has taken elements of an Early College High School Model that will ensure academic achievement and sustainability based on results. Those elements include adoption of the Common Instructional Framework and the development of an Inquiry and Research Course that prepares middle school students for the new AP Capstone in high school, which consists of two courses: AP Seminar and AP Research. In terms of student academic achievement at Del Rio Middle School, a two prongedtwo-pronged approach will be taken: 1) increasing teacher quality and content knowledge, and 2) increasing student academic success through a rigorous academic offerings, relevant curriculumcurricula, and meaningful, caring, and professional relationships.

The creators of this project proposal believe that teachers support what they create. The curriculum for the writing-intensive Inquiry and Research Course will be developed by Del Rio Middle School teachers during the pre-implantation year. In addition, the entire campus will utilize an inquiry-based approach to learning using the Wiggins and McTighe Curriculum Framework on which the AP Capstone and Research Course Curriculum is based. The 2015-2016 academic year will feature an extra planning time for teachers called Planning Protocol Time in a room devoted for teacher planning, in addition to their regular, forty-five minute duty-free conference. An administrator will always be assigned to assist teachers in any given period of the school day.

The adoption of the Common Instructional Framework (developed at University Park Campus School in Worcester, Massachusetts) will allow Del Rio Middle School to have clarity about instructional practices that allow students to take an active role in their learning, including in their teachers' instructional practice in the classroom. The Common Instructional Framework is used successfully in other school districts with demographics similar to Del Rio Middle School, and throughout the country in schools with high underserved/underrepresented student populations. After the project's training, implementation, and completion, it is believed that the involved teachers at Del Rio Middle School will continue to use the framework for years after federal funding of the project has ended. The fact that the Framework encourages acceleration, and not remediation, is appropriate for this campus because it will prepare students to be firmly on their way to being truly college and career ready. Furthermore, the Framework provides some of the "how" in meeting and measuring achievement of the project's Critical Success Factors. For example, collaborative group work, writing to learn, classroom talk or discourse, scaffolding and questioning strategy, and literary groups are all features of the Common Instructional Framework and are planned elements of every lesson, school-wide. The current Planning Protocol Tool that the school district has developed will be enhanced, as needed, to provide for these new elements.

Given that Del Rio Middle School's student population is overwhelmingly first-generation and second-generation, it is important to define what constitutes college and career readiness. College is defined here to mean any certificate bearing program, community college, or university. However, this campus will set academic achievement goals to be measured to state (STAAR) and nationally-normed tests (PSAT 8-9). Career pathways will be clarified and explored during the pre-implementation year by school counseling staff, the Texas Workforce Commission, and the Director of Economic Development for the City of Del Rio to determine job pathways and projected growth. Additionally, counseling staff will work with Southwest Texas Junior College and Rio Grande College at Sul Ross University to determine what plans for new degree offerings and certificate programs are being planned to meet the economic needs and demands of the Del Rio area. SFDR assures its full commitment to these efforts beyond the funding cycle. The project would greatly assist in building a promising, pathway-based approach to academic advisement and planning for college readiness as measured by the PSAT and SAT (once the student matriculates to Del Rio High School or the Early College High School).

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Schedule #15—Project Evaluation

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Del Rio Middle School will use an inquiry-based approach to instruction that targets state standards and enduring understandings via a Common Instructional Framework that allows for cross-curricular teacher teams (guided by content experts and Framework specialists) to observe one another and provide continual feedback leading to student growth on the STAAR tests and PSAT 8-9.

The baseline student measures from the PSAT 8-9 Assessment Test will inform teacher practice in the classroom to improve academic achievement on the STAAR exams and lift the trajectory towards the PSAT, as measured and assessed by the PSAT 8-9 when used as a post test

A writing intensive Inquiry and Research Course will be developed for all students at Del Rio Middle School around the Del Rio 2020+ theme. For example, students would engage in teacher led investigations on an aspect of the greater Del Rio community such as spring water resources (Can the San Felipe Springs Sustain the Del Rio Community for Another 100 Years?) or inquiries and study of regional, historical significance (The Real Judge Roy Bean or The Kickapoo Indians: Their History and Present). Professional development will be offered to all teaching staff who teach this course. Writing will be assessed periodically in norming sessions led by New Jersey Writing Project Professionals. Outcomes will be measured by STAAR and PSAT 8-9.

Before school and after school, targeted tutoring sessions will be provided by those teachers who have proven themselves (using specific criteria, i.e. test scores, performance on past evaluations, etc., to be successful in improving test scores on the STAAR. Released STAAR assessments will measure student academic achievement.

All four of these processes, when used in tandem with the Common Instructional Framework, will substantially improve student academic achievement.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The inquiry-based approach to the curriculum, using instructional rounds, will allow campus and school district administrators to be informed by using classroom data collected in walkthroughs. Student participation in classroom, measurable and observable teacher indicators, as well as student outcomes on benchmarks and nationally normed assessments, will also inform effectiveness of this project's interventions.

The PSAT 8-9 when used as a baseline and post-test measure of academic achievement is particularly valid due to the validity and alignment of this assessment. The College Board will provide released tests for use in regularly assessing student progress.

The Inquiry and Research Course's effectiveness will be measured by norming sessions lead by The New Jersey Writing Project Consultants. Del Rio Middle School faculty will analyze student writing samples to those provided by the College Board, STAAR released samples, and others provided by New Jersey Writing Project. Del Rio Middle School faculty will understand and teach to state and national standards to improve student scores.

Teachers providing targeted tutoring sessions based on student needs will keep detailed records on student progress, along with samples of their work and assessments. Data will also be kept comparing the STAAR and PSAT 8-9 outcomes on students who regularly attended the mandatory tutoring sessions and on those students who did not. Data will be collected to reflect which teaching professional provided each of the tutoring interventions.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Evaluation of Student Learning/Academic Achievement:

A. Administration of PSAT 8-9 to new 7th graders to set baseline data that will allow determining students' achievements in Reading, Writing, and Mathematics.

B. Progress monitoring of Khan Academic individually prescribed lessons to improve student achievement in all three subjects.

C. Benchmark exams, classwork, and semester and midterm grade data will be used to guide interventions in and outside of class.

D. STAAR Tests in all core subjects will steadily increase by 5% in each of the project's years.

E. Progress on tutoring sessions designed to close gaps in student academic achievement.

All administrative staff, including campus teachers, counselors, and the grant manager, will be responsible for execution and design of the project's interventions on an ongoing basis. Everyone responsible will keep records that will be submitted every nine weeks to the grant manager, who will keep and report on outcomes in a timely manner to include teacher data, grade level data, student data, tutoring records, and campus level records. All data will be posted in the Planning Protocol Room.

Classroom Observations:

A. Students are actively engaged in all classroom activities.

B. Classroom evidence is gathered to indicate that student needs were identified using data pertinent to guide student growth.

C. Students are utilizing inquiry model in classroom as guided by teacher.

D. Teacher understands inquiry based instruction as evidenced by classroom language.

All administrative staff will use data tracking software when engaged in teacher observation. All teacher feedback should be given to the teaching professional as soon as possible. All administrative staff will additionally be involved in the instructional rounds/Common Instructional Framework process on a daily basis in the Planning Protocol Room. In addition, administrative staff will meet on a weekly basis to discuss progress in adoption and progress with Framework to meet academic goals. Administrative staff will dialogue with the principal at weekly meetings about their needs and challenges as academic leaders on campus. Administrators will keep records of data from walkthroughs in a digital format for ease of analysis and suggest coaching and modeling support when student success has been impacted by instructional delivery.

Professional Growth for Teachers and Administrators:

A. All teaching professionals and administrators overseeing instruction are making progress in adapting to instructional rounds and Common Instructional Framework Model as evidenced by use of cooperative learning and student interaction and problem-solving.

B. All teaching professionals will keep a tabbed notebook provided by grant manager for keeping student data, professional development certificates of completion, section for reflection, documentation of observations from cross-curricular Framework teaming, and intervention/tutoring sign-in sheets.

The grant manager will meet with the principal and all administrative staff at a weekly meeting to discuss and evaluate data. These meetings will be conducted to discuss and monitor all professional development and feedback, then provide guidance and realignment of the deliverable to provider when needed.

Surveys will be administered at the close of all offerings to parents and communities. The survey data will be reported to the grant manager and to the DCSI for grant reporting purposes and evaluation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project and school district will assume minimal risk with those identified contractors. The contractors selected for the project have proven to provide quality, reliable services as evidenced by survey results and strong recommendations from other school districts in the local area and in the State of Texas. It was the Del Rio Middle School grant committee's intent to enter into contract with vendors whose work and reputation are well-established.

The DCSI, Grant Manager, and Principal will provide oversight and management of all providers. Any vendor whose services are determined to be of low or subpar quality or no longer meeting the outlined needs of the project will be contacted via certified letter to begin corrective actions. If corrective actions are not executed as agreed upon by both parties, the school district will terminate the contract after consulting the district's counsel.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Proposed schedule to regularly review external provider performance:

All vendors and consultants will be subject to continuous review (every 90 days) for the duration of the project.

Campus/district personnel responsible for oversight and management of providers:

Process/instruments used to measure and monitor success of providers: This review process will include insistence of clearly articulated contracts with all vendors and consultants pre-project implementation.

Corrective actions or additional supports utilized to improve provider performance:

Stakeholder survey data will be reviewed to provide vendors and consultants with feedback. The survey data will also allow those campus (principal and grant manager) and district (CFO and ACSI) to address (in writing) any concerns, or ask for adjustments to be made in services. In addition, the principal and grant manager will meet on a monthly basis with the CFO and ACSI to review any and all data collected to measure and monitor all providers.

Criteria/sequence of actions to be taken to remove/replace a low performing provider:

Any corrective actions or additional supports deemed necessary by this oversight committee will be made in writing and in a timely manner. These corrective actions and/or additional supports will be monitored closely by this committee. If the corrective action or additional supports are not performed to the satisfaction of the oversight committee, the contract will be terminated after seeking counsel from the district's legal team.

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Schedule #16—Responses to Statutory Requirements (cont.)

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|---|--|------------------------------------|--|
| County-district number or vendor ID: 233901 | | Amendment # (for amendments only): | |
| Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| 1. | Development of an inquiry based curriculum framework model based on Understanding by Design (Wiggins and McTighe). | | |
| 2. | Design and write curriculum for Inquiry and Research course. | | |
| 3. | Work with regional branch of College Board to provide professional development for all staff on inquiry based instruction to support PSAT 8-9 goals. | | |
| 4. | Campus wide integration of Cornell Notetaking skills. | | |
| 5. | Development of the Del Rio 2020+ Strategic College and Career Advising Document. | | |
| 6. | Work with Charles E. Dana Center in Austin to provide professional development for the purpose of increasing teacher content knowledge in math and science. | | |
| 7. | Establishment of a research portal to support all stakeholders (students, teachers, administration, parents, and community). | | |
| 8. | Integration of State approved e-textbooks and e-supports (such as Bright Storm and Khan Academy) into curriculum. | | |
| 9. | Develop a community based service learning component to be offered in inquiry and research course. | | |
| 10. | Core team to include teacher leaders and administrators will travel to Worcester, Massachusetts to University Park College School for Common Instructional Framework Residency. Residency will be held on date TBD in Fall, 2015 or early Spring, 2016 | | |
| 11. | Begin adoption of Common Instructional Framework through book study of The Power of Teacher Teams: With Cases, Analyses, and Strategies for Success by Vivian Troen and Katherine C. Boles. | | |
| 12. | Clarify pathways advising model for Del Rio Middle School to include planning for high school coursework and beyond. | | |
| 13. | Work closely with the Workforce Commission and the City of Del Rio's Business Development Office to have clarity about projected job growth forecast for the greater Del Rio area. | | |
| 14. | Meet with area colleges and universities to determine plans for new certificate bearing programs and potential degree offerings to meet demands of projected job growth for Del Rio, Texas. | | |
| 15. | Faculty will participate in TexQuest webinars offered by Region XIII Education Service Center for support with inquiry in instruction. | | |
| 16. | Ongoing staff development to build capacity in data analysis to make strategic plans to make instructional adjustments and determine needed resources | | |
| 17. | Utilize more formative data to build teacher capacity to monitor and ensure alignment between state standards and instruction. | | |
| 18. | Develop criteria for checklist to identify those teachers who will provide tutoring for students. Ideally, only those teachers whose students consistently perform well on high-stakes testing will be selected | | |
| 19. | Work with Abydos New Jersey Writing Institute to develop curriculum for all teaching staff to support inquiry and research approach to State's Standards. | | |
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Felipe Del Rio Consolidated Independent School District (SFDR) has several ongoing, successful efforts that align seamlessly to the Transformational Model. These efforts center around an e-book initiative that the school district has recently developed, the professional development for English Language Arts teachers with the New Jersey Writing Institute, the opening of a new Early College High School, and a highly successful, C.T.E. Program at the high school level.

The e-book initiative will help transition SFDR into a fully digital environment. The eBooks when paired with digital learning and an inquiry based model of instruction will move SFDR into the digital age. Curriculum specialists in technology and core content areas will work closely with Del Rio Middle School to integrate these approaches into the classroom during the Pre-Implementation Year.

The adoption of the New Jersey Writing Institute's Model has been adopted district wide. English Language Arts teachers have received recent, ongoing training in those methods. This component will build upon those efforts by providing this training to all teaching professionals to not only support the inquiry and research methods course that will be implemented for the project, but to ensure that all teaching staff know the writing expectation for both, 7th and 8th grade, in terms of form(s) and content. New Jersey Writing Institute professionals will also engage in regular norming exercises to ensure that writing on the campus of Del Rio Middle School is consistent with those students in the upper quartile of the country. To this end, the Del Rio Middle School grant committee has decided to use the PSAT 8-9 exam developed by the College Board as one of the measures for academic success in this project. The College Board will also provide professional development to all teachers on this campus.

A new Early College High School will open its doors in August, 2015. It is the intention of this campus to align its instruction and culture to that of that new campus. The use of the PSAT 8-9 exam will also insure that Del Rio Middle School students are on track to be not only high school ready, but college ready as well. It is also the district's intention that middle students engage in rigorous academic experiences with relevance that prepare students for a rich high school curriculum. The PSAT 8-9 will also pinpoint academic weaknesses that can be addressed in class and in targeted tutoring sessions that will track student gains and goals. This project also seeks to allow students to visit other institutions of higher education in the area, but outside of Del Rio. These visits would allow students to visit classrooms and practice their note taking skills.

In looking towards high school and college and career readiness, Del Rio Middle School students will engage in a wide variety of career exploration activities designed by the counseling staff. The C.T.E. Program at the high school level is a model program in the state, offering certificate-bearing programs and career options to fill the needs of the community and the interests of the students. The students and parents have expressed a desire to have clarity about the multiple career and college pathways available to the students of Del Rio Middle School and therefore, this project will establish Mom and Me/Dad and Me summer programs that will begin to make those pathways clear. Additionally, a Del Rio Middle School College and Career Roadmap and Advising Sheet will be developed to guide the advising processes by pathway and to assist with course selections. The summer break period will also be used to initiate Teacher/Counselor as Student in the Workplace Program. This program will pair school personnel with area employers that have been identified as employers in need of highly educated or skilled personnel. School personnel will learn how the curriculum meets (or doesn't) the critical thinking demands in the workplace. The Transformation Model utilized in this project also requires the services of a Career Coach, who will provide services (after school) to students and their parents that will include topics like career exploration, career mapping, and teaching money sense.

This proposed project clearly has aligned itself to successful initiatives already being implemented in SFDR, but has expanded these initiatives and added others in its plans to maximize all efforts related to the established needs and goals identified through the Del Rio Middle School goals, objectives, and data.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Jorge Limon

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

August, 2014

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|---|-----|
| Element in the model selected for modification: | N/A |
| Description of the modification: | N/A |
| How intent of the original element remains/will be met: | N/A |

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|--|--|
| Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation: | The data sources that will be used to assess student academic growth will be the STAAR assessments required for 7th and 8th grade. Student growth for this project will be weighted by the expectation that student scores will rise by 5 percentage points in each subject. In addition, PDAS and walkthrough data will be used to evaluate the teacher's impact on student growth. This evaluation will be based on individual teacher data, and by all teaching staff teaching those students. In an effort to better utilize student data (including formative, interim and summative), students will be placed in teams in an effort to better use data and provide better planning and services. |
| Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice: | The evaluation system will use multiple data sources, including student performance on released STAAR tests. Classroom observation data will also be considered. Professional development and practice will be monitored and recorded as part of the assessment of teaching and administrative staff. All professionals will keep detailed notebooks documenting all efforts on this project. The grant manager will develop a system of documentation that allows for the progress made in the measurement of gains made toward goals and objectives in all six of the Critical Success Factors. |
| Describe how the evaluation system was developed with teacher and principal involvement: | The evaluation system was developed by teachers, principal, and administrative consensus. A realistic set of goals and objectives were developed, then realistic benchmarks and outcomes were developed and set. The evaluation system was developed after the round-table data gathering forums were held. |

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|--|--|
| Describe the rewards available for educators who have increased student achievement in implementing the model: | A three tiered system available for educators who have increased student academic achievement as measured by the STAAR tests will be developed. The minimum increment for teacher rewards based on student achievement will be an increase in 5% in each of the tested subjects. Other financial awards will be available to those teachers and administrators participating in instructional rounds in non-tested academic areas based on a contributions matrix focusing on academic contributions to students |
| Describe protocols/interventions to support teachers who are struggling to improve professional practice: | The SFDR protocols/interventions for assisting struggling teachers will be employed on this campus. It is important to note that this Transformation Model features the Common Instructional Framework, Planning Protocol (extra planning period for use in planning lessons and regular (at least 2 times per week) participation in instructional rounds, and a mentorship program for new educators. |
| Describe the criteria established for educator removal: | After documented and repeated interventions to assist a teacher in need of assistance. The educator will meet with the school's principal and the superintendent's designated official to determine whether the teacher can be offered more assistance, or be terminated or removed from the project/campus. |

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

Indicate if the campus will partner with community-based provider to deliver the preschool.

N/A

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|---|-----|
| Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model: | N/A |
| Indicate the number of existing staff rehired for work in the turnaround model implementation: | N/A |
| Describe process for selecting new staff, including the criteria for best-fit in the turnaround model: | N/A |
| Indicate the number of new staff hired for work in the turnaround model implementation: | N/A |
| Indicate the start date for the new turnaround implementation staff; including rehires and new hires: | N/A |

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|--|-----|
| Name the model developer with whom you will partner to implement the whole-school reform: | N/A |
| Describe the record of success the model developer has shown in implementing whole-school reform strategies: | N/A |
| <p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications:</p> | N/A |

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 233901

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Academic Performance/Improve the Instructional Program

Planned Intervention**Period for Implementation**

| | | | |
|----|--|--|--|
| 1. | Adoption of an inquiry-based instruction based on the Understanding by Design (Wiggins and McTighe) Model. This approach will allow teaching staff and students to "drill deeper" into the curriculum, and infuse rigor into the curriculum. The course will also have a community-based, service learning component | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | Building teacher content knowledge through providing professional development that targets core subjects (English, Writing, Math, and Science). | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | Literacy groups will be formed for the purpose of developing the classroom talk, or discourse, in each given subject. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 4. | Enhanced faculty training in Abydos (New Jersey Writing Institute), and other targeted professional training, will be held two times a month afterschool for all teaching professionals. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | All teachers will teach an Inquiry & Research Course with a heavy writing component. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 6. | This course will offer a service learning component that will constitute no more than 15% of the course. Core teachers will teach those students that need fortified instruction in their content area of expertise. Data will guide the student's placement in each inquiry and research course by topic and content. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 7. | Teachers will have intensive training beginning in the Pre-Implementation Year in collaborative group work, writing to learn, literacy groups, scaffolding, questioning strategy, and classroom talk- all elements of the Common Instructional Framework. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Teacher Quality

Planned Intervention**Period for Implementation**

| | | | |
|----|---|--|--|
| 1. | Adoption of the Common Instructional Framework to examine and improve teaching practice in cross-curricular teams campus-wide. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | Teachers will have an extra planning period daily to use for planning and instructional rounds feedback. The teachers will use the Planning Protocol room. The Planning Protocol document currently in use by the district will be enhanced to include planning for inquiry, cooperative learning, classroom talk, writing to learn, literacy groups, scaffolding and questioning. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | A Teacher As Student Summer Learning Experience will be offered to eight teachers who apply to participate and agree to share their findings with all staff at a teacher planning day at the beginning of project years 2-4 that looks to inform classroom practice with industry practice in the business sector. For example, teachers would work alongside an engineer or research scientist, then report on what knowledge and skills their students would need to strengthen and develop for success in the workplace. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 4. | All teaching staff will receive Abydos (New Jersey Writing Project) training in writing. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | Teacher Leader Network where teaching is viewed in an apprenticeship model. Experienced, highly successful teachers are paired with teachers new to the profession. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 6. | The grant manager will be housed in the Data Protocol Room where he/she can work with teachers during their planning time to help teachers use data to guide instruction. The campus administrators will eventually take this responsibility from the grant manager after the first month of the project. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 7. | Teachers will use detailed training for teaching the Inquiry & Research Course. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Leadership Effectiveness

Planned Intervention**Period for Implementation**

| | | |
|----|--|---|
| 1. | In an effort to foster a climate that promotes academic leadership and transformation, administrators on this campus will facilitate instructional rounds during Planning Protocol on a daily basis. The idea of instructional leader will be nurtured and strengthened in leading the six pillars of the Framework. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 2. | Technology to document and organize quantitative and qualitative teacher observation data will be purchased and used on a daily basis. Administrators will be required to conduct ten walkthroughs per week and give timely feedback for improvement in a timely manner. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 3. | Administrators will become fluent and knowledgeable in curriculum and assessment, its alignment, and frameworks for instruction that yield academic results. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 4. | The school's principal, Mr. Jorge Limon, will attend School Turnaround Leader's Training at The Principal's Center at Harvard Graduate School at the end of the pre-implementation year (06-06-16 to 06-10-16). | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 5. | Mr. Limon will then present a workshop for his administrative team and Central Office personnel based on his experience at the Principal's Center. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 6. | A distributive Leadership Model will be used for managing change at Del Rio Middle School | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 7. | Weekly administrative team meetings will be held to monitor quantitative and qualitative progress of grant. The grant manager will attend, and report a written report of outcomes to DCSI. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

| Planned Intervention | | Period for Implementation | |
|----------------------|--|---------------------------------|---------------------------------|
| 1. | Utilization of stronger, more reliable formative, interim, and summative data to monitor and ensure alignment between state standards and instruction. | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 2. | Data will be posted by team and individual student to include all relevant data, both quantitative and qualitative. This data will be used not only to guide instruction, but for short and long term goal setting. | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 3. | Building capacity in teaching and administrative staff in data analysis. District and external experts will provide guidance in interpreting data, knowing what constitutes a reliable data set, using multiple forms of data (quantitative and qualitative), | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 4. | District and external experts will provide ongoing guidance and teaching to include: cognitive demand and using student and teacher data to determine the degree of alignment of instruction to state standards. | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 5. | Administration and use of PSAT 8-9 Exam developed by the College Board to new 7th and 8th graders to obtain baseline data measures in Reading, Writing, and Mathematics. | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 6. | Use of a multi-layered approach to data analysis using scatterplots, and various other data reporting systems that present an effective visual format for ease of use in planning. | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 7. | Addition of the Understanding by Design Framework (Wiggins and McTighe) to the Planning Protocol document. This method allow teachers to plan with the end in mind and select lessons with their appropriate assessments that check for progress toward short and long term goals. | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Learning Time

Planned Intervention**Period for Implementation**

| | | |
|----|--|---|
| 1. | All students will be required to take an Inquiry and Research Course that will allow teaching staff to explore selected topics fully and teach the accompanying research component. Teachers will schedule time in the Technology Lab for optimal use of technology in student research. This increases the amount of time for direct instruction by 90 minutes per week. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 2. | There will be an extra, morning tutoring period for all students in need of enhanced instruction designed around student needs. There will be criteria established for those core teachers who wish to teach during this time. Only those teachers who meet the criteria will be allowed to teach during this time. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 3. | Summer school will be held for four weeks during the month of June for those students who fail or would like to receive extra instruction in core subjects. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 4. | All students will engage in community based service learning activities in the Inquiry and Research Course. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 5. | An eighth grade C.T.E. course will be taught to explore career pathways. It is particularly relevant for middle school students to know their selected pathway as early as possible because of HB 5 and to be prepared for the rigors of high school and college/university. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 6. | Students will be assigned to an extra core course(s) depending upon their STAAR performance in the 7th grade. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 7. | A paneled Research Symposium will be presented featuring the work of students whose work was clearly outstanding. The student would prepare a PowerPoint presentation and present their work. The Symposium would be organized by content, and all students and teachers would attend. Local college and university students and professors would also be invited to present their work. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention**Period for Implementation**

| | | |
|----|--|---|
| 1. | A Parent University modeled on the successes Boston Public Schools Parents Organizing Network will be established. Parent University will educate parents on their roles as teachers, mentors, advocates, leaders, and learners themselves. Community partners will assist in developing programming with school leaders. Courses in technology will also be offered. The school's social worker will assist teacher leaders with the Parent University. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 2. | Saturday Universities will be offered for parents to teach what their students should know at different grade levels, and how to support that learning. Topics such as navigating the school and university system will also be discussed. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 3. | A Parent & Child Writing Club focusing on a community genealogical project will meet in the Parents University Room. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 4. | The Behavior Interventionist, Social Worker, and the two College and Career Readiness Coaches will work to recruit community partners to work on projects with Del Rio Middle School students that raise career awareness and emphasize continuing education beyond high school. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 5. | A Father/Son and Mother/Daughter Career Exploration and Empowerment Club will meet on Saturday mornings two times a month. These clubs will allow parents to explore career pathways with their student. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 6. | Math and Science Nights that feature fun, interactive activities for the entire family. Hot dogs or pizza will be served, and will be held twice a year for each subject. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 7. | A Parent University modeled on the successes Boston Public Schools Parents Organizing Network will be established. Parent University will educate parents on their roles as teachers, mentors, advocates, leaders, and learners themselves. Community partners will assist in developing programming with school leaders. Courses in technology will also be offered. The school's social worker will assist teacher leaders with the Parent University. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Improve School Climate

Planned Intervention**Period for Implementation**

| | | |
|----|--|---|
| 1. | Offering high student interest clubs and organizations sponsored by administration and staff to include: Anime Club, Art, Singing, Drama, and Explorers. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 2. | Using software that allows faculty and administration to send text messages to parents about events, or classroom happenings. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 3. | The Seven Habits of Highly Effective Teens curriculum will be used with all students at Del Rio Middle School during their P.E. classes once a week | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 4. | Recognition Ceremony that honors exemplary service to community or school, academic achievement, attendance, and citizenship behaviors related to 7 Habits, such as Most Proactive and Most Synergistic. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 5. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 6. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |

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| Schedule #18—Equitable Access and Participation | | | | |
|---|---|-------------------------------------|---|-------------------------------------|
| County-District Number or Vendor ID: 233901 | | | Amendment number (for amendments only): | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish partnerships with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information on tape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Tuancy

| # | Strategies for Absenteeism/Tuancy | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish partnerships with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain teachers from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 233901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations and newspapers about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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